



LANGUAGE ARTS

FOR FAMILIES

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

PRE-KINDERGARTEN

What to expect:

Learning is important in Pre-Kindergarten because children at this age have a natural curiosity about the world around them and a willingness to learn and be taught.

Language development leads to reading development, and children need to be exposed to various print, illustrated and written "stories" and to opened-ended discussions. These opportunities allow them to explore language, which in turn supports reading skills as they learn to read.

This information is a snapshot of learning in Pre-K ELA. For a complete set of ELA academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Identify his/her first name.
- Understand the correct way to hold a book.
- Understand that print carries meaning.
- Recognize familiar signs and print in his or her surroundings and community.
- Identify most letters and be able to connect some letters to sounds.
- Begin to understand rhyme.
- Show interest in reading and writing.

What to do at home:

- Make time for conversations that allow your child to have a voice and explore new information.
- Explore print in various forms like labels, magazines or books.
- Schedule time to share literature and stories.
- Identify common themes in print in the real world and discuss what they mean. For example, your child could explain that the big yellow "M" represents McDonald's.
- Provide opportunities to attempt writing and reading.



LANGUAGE ARTS

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Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore his or her world.

Cultivate your child's curiosity with guiding questions like these:

- When you look around, do you see things that are alike or different?
- What do you see when you look outside?
- What do you like to do?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

Increase vocabulary, thinking skills and curiosity by using new words and having conversations that include questions that make your child think. Communicating with others gives children a chance to see and understand that there can be more than one idea on a given subject. Accepting these different ideas helps children learn how to get along with others. This acceptance fosters positive relationships with peers and strong self-image.

Cultivate your child's communication skills with questions like these:

- What fruit would you like to eat for lunch?
- Do you think you will need a jacket today?
- What was the best part of the day and why?
- How did you help someone today?

Fostering Comprehension

It is important to give young children the opportunity to explore books. As you sit down to read together, allow your child to flip through the pages and discuss what he or she sees. Use the following questions as a guide as you talk about the books you are reading together.

BEFORE READING

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DURING READING

- Who is in the book?
- What has happened so far?

AFTER READING

- Did you like reading this book? Why or why not?
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MATH

PK

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PRE-KINDERGARTEN

What to expect:

Learning is particularly important in Pre-K because at this age, children have a natural curiosity about the world around them and a willingness to learn and be taught.

Take advantage of this natural curiosity by encouraging them to make guesses, use their reasoning skills and solve problems. Pre-K-aged children are developmentally ready to learn mathematical concepts like quantity, patterns, measurement and data.

This information is a snapshot of learning in Pre-K mathematics. For a complete set of mathematics academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Know number names and be able to count to 20.
- Count the number of objects in a group up to 10.
- Recognize and duplicate patterns such as red, yellow; red, yellow; red, yellow.
- Identify common shapes.
- Compare two objects.
- Describe, sort and compare real-world objects.

What to do at home:

- Count common household objects (toys, coins, lamps, etc.).
- Create simple patterns with sounds, movements and everyday objects, such as snap, clap; snap, clap; snap, clap.
- Identify circles, squares, rectangles and triangles from everyday life.
- Identify groups of objects as same or different and as more or less.



MATH

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PRE-KINDERGARTEN

What to expect:

Science learning is particularly important in Pre-K because at this age, children have a natural curiosity about the world around them and a willingness to learn and be taught.

Children in Pre-K should be encouraged to make observations and describe how they are interacting with their surroundings. Provide positive responses when they say things like "A plastic spoon feels different than a metal spoon," "I am warmer when I put on a coat" and "A puddle splashes when I jump in it."

This information is a snapshot of learning in Pre-K science. For a complete set of science academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Express curiosity about the natural environment through observation and active play.
- Begin to participate in simple investigations like predicting what might happen next and testing observations.
- Start putting items that are important in a child's world (toys, pets and foods, for example) into categories based on observable features.
- Talk about major features of the earth's surface (streams, hills, etc.) found in your daily natural environment.

What to do at home:

- Ask questions about the things your child is interested in and what he or she observes about the world.
- Describe where to find familiar plants and animals in your neighborhood or area.
- Talk about things your child observes about the different seasons.
- Encourage questions and make time for problem-solving to help your child find answers to questions.



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SOCIAL STUDIES

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PRE-KINDERGARTEN

What to expect:

Learning is particularly important in Pre-K because at this age, children have a natural curiosity about the world around them and a willingness to learn and be taught. Children in Pre-K are developmentally able to begin learning about aspects of citizenship, economics, geography and history. They enjoy discussing what they are learning about social studies at home, in their community and at school.

This information is a snapshot of learning in Pre-K social studies. For a complete set of social studies academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Recognize the importance of rules and responsibilities.
- Identify the United States flag, the bald eagle, the Statue of Liberty and the Liberty Bell as symbols of our country.
- Learn the Pledge of Allegiance.
- Explain how various members of the community impact the child's life.
- Understand and be able to explain that a map is a drawing of a place and the globe is a model of Earth.
- Describe family customs and traditions.

What to do at home:

- Discuss people your child might see in the community and what they do. Examples could include firemen, members of the military, police officers, teachers, principals and others who work in schools.
- Discuss family traditions.
- Cut something round, for example an orange peel, that can be made flat. Ask your child to examine what happens as the shape is changed and discuss the changes.
- Describe symbols that represent companies or teams, like the yellow "M" for McDonald's.



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LANGUAGE ARTS

K

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KINDERGARTEN

What to expect:

Kindergarten is when children begin to grow academically, socially and emotionally in a structured learning environment. Families play an important role as they model positive learning behaviors and become involved in school activities. Kindergartners are refining verbal communication skills and beginning to understand elements of written language. Age-appropriate technology can support literacy skills while children explore print in magazines, books, signs, menus and packaging.

This information is a snapshot of learning in kindergarten ELA. For a complete set of ELA academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Name and write all letters and their sounds.
- Recognize rhyming words and the sounds in words.
- Sound out simple three-letter words such as *cat, sit, hen, lot*.
- Read common words found in books such as *the, I, a, see, are*.
- Answer questions about a story that has been read aloud.
- Participate in a discussion by taking turns listening and speaking.
- Begin writing by sounding out words.
- Learn and use new words.
- Become interested in books and writing.

What to do at home:

- Write letters on cards and place them in alphabetical order.
- Give your child a word and ask him or her to respond with a word that rhymes with it.
- Read rhyming books like those written by Dr. Seuss.
- Pick a sound of the day and ask your child to find words that have that sound. For example, "What words start with the sound made by the letter 'T'?"
- Use letter cards to sound out and create small words like *cat, pig, not, can, etc*.
- Read simple, predictable stories with your child and ask him or her to notice common words like *me, I, is, it, like*.
- Point out and describe the meaning of words you and your child discover in books and other places. Use these words correctly in conversation and ask your child to do so.
- Encourage your child to spend time looking through books and exploring with writing materials including pencils, pens, markers, etc.



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Cultivate your child's curiosity with guiding questions like these:

- What do you wonder about?
- What patterns do you see when you look outside?
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Cultivate your child's communication skills with questions like these:

- What is your favorite food and why?
- What rule have you followed today?
- What do community helpers do for people?
- How did you help someone today?

Fostering Comprehension

Kindergarten children are developing beginning reading skills and an enjoyment of reading. Make time to explore books, magazines and other types of print with them and encourage conversations as you read together. Use the following questions to help your child better understand what he or she is reading.

BEFORE READING

- What do you think this book is about?
- What does this book remind you of?

DURING READING

- What do you think will happen next?
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- What happened in the beginning, middle and end?
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MATH



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KINDERGARTEN

What to expect:

Kindergarten is when children begin to grow academically, socially and emotionally in a structured learning environment. Families play an important role in that growth as they model positive learning behaviors and become involved in school activities. Kindergartners begin to understand concepts that will become the building blocks for success in mathematics in later grades. The concepts that will form these building blocks are quantity, patterns, measurement and data. Explore these concepts through hands-on activities and by talking to children about what they notice and wonder about.

This information is a snapshot of learning in kindergarten mathematics. For a complete set of mathematics academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Count numbers in order to 100 by 1's and 10's.
- Separate a small group of objects into at least two equal sets.
- Identify pennies, nickels, dimes and quarters.
- Recognize, duplicate and extend patterns.
- Arrange up to 6 objects according to lengths.
- Use smaller shapes to form a larger shape.

What to do at home:

- Give children a group of objects and ask them to separate the objects into two equal groups.
- Say a number up to 10 and ask your child to tell you the number one more or one less than the original number.
- Collect random objects and then ask your child to sort them into groups based on color, size and shape.
- Ask your child to identify, name and describe shapes from inside your house, outside and in other familiar places.



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KINDERGARTEN

What to expect:

Kindergarten is when children begin to grow academically, socially and emotionally in a structured learning environment. Families play an important role in that growth as they model positive learning behaviors and become involved in school activities.

Science can encourage and expand this natural curiosity. Ask your kindergartner questions like "What happens if you push or pull an object harder?", "Where do animals live, and why do they live there?" and "What is the weather like today, and how is it different than yesterday?"

This information is a snapshot of learning in kindergarten science. For a complete set of science academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Develop an understanding of patterns and changes in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Understand how different strengths or directions of pushes and pulls change the motion of an object.
- Develop an understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

What to do at home:

- Work with your child to draw what the weather looks and feels like several days in a row.
- Kick a soccer ball and talk about how a harder kick makes the ball go farther.
- Walk around your neighborhood or a local park and name the animals and plants you see, then talk about why the neighborhood or park is a good place for them to live.



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Through age-appropriate activities focused on citizenship, economics, geography and history, kindergartners begin to understand the idea of fairness and learn how to speak up for themselves and others.

This information is a snapshot of learning in kindergarten social studies. For a complete set of social studies academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Recognize why rules and responsibilities are important.
- Identify the United States flag, the bald eagle, the Statue of Liberty and the Liberty Bell as symbols of our country.
- Learn the Pledge of Allegiance.
- Describe the basic needs of food, clothing and shelter that are common to all people.
- Locate the United States on a world map and a globe.
- Recognize holidays that honor people and events of the past.

What to do at home:

- Point out recognizable symbols, such as the swoosh for Nike or Rumble for the Oklahoma City Thunder. Compare them to the way we see the Statue of Liberty and associate it the United States.
- Discuss the roles and responsibilities that go along with being a member of a family.
- Point to Oklahoma on a map of the United States.
- Discuss ways people earn money.



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FIRST GRADE

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In first grade, children will build on the foundational skills from kindergarten to become more independent readers and writers. First grade is an important period for literary growth. Many children begin the year with limited reading and writing skills. They begin to read simple stories with common words and then move on to more complex stories with longer sentences and more challenging vocabulary. Writing develops throughout the year, beginning with children writing letters, and later, sentences with capitalization and punctuation.

This information is a snapshot of learning in first-grade ELA. For a complete set of ELA academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Speak using longer sentences and words than during the previous year.
- Sound out words with short and long vowels like *cat*, *rope*, *week*, *boat*.
- Use color and number words in writing.
- Write sentences using capital letters and punctuation.
- Learn and use new words.
- Describe or retell a story that has been read aloud or independently.
- Begin to use books and technology to answer questions and find information.
- Explore more challenging books than in kindergarten.

What to do at home:

- Write letters on cards and place them in alphabetical order.
- Read make-believe stories and stories about real people and events with your child.
- Read to your child, have him or her read to you or take turns reading pages.
- Challenge yourself and your child to use words from the books you are reading together in conversations.
- Encourage your child to explore magazines, newspaper articles and kid-friendly websites to find new information.
- Encourage your child to write stories or things that interest him or her in a notebook.
- Point out and describe the meaning of new words you find in books and in the world around you.



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FOR FAMILIES

Fostering Curiosity

Children are naturally curious and motivated to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to nurture curiosity in young children, so be sure to allow plenty of playtime. Encourage your child to ask questions, discover answers and explore his or her world.

Cultivate your child's curiosity with guiding questions like these:

- What are you interested in knowing more about?
- What else does that make you think of?
- Where do you think we can learn more about these things?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

Increase vocabulary, thinking skills and curiosity by using new words and having conversations that include questions that make your child think. Communicating with others gives children a chance to see and understand that there can be more than one idea on a given subject. Accepting these different ideas helps children learn how to get along with others. This acceptance fosters positive relationships with peers and strong self-image.

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- Who did you play with today? What did you play?
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- What was your favorite part of the day and why?
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Fostering Comprehension

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BEFORE READING

- What do you think this book is about?
- What do you think will happen?
- Why did you pick this book?

DURING READING

- What has happened so far?
- What do you think will happen next?
- Where and when does the story take place?

AFTER READING

- What happened in the beginning, middle and end?
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Join the conversation!
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MATH

1

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FIRST GRADE

What to expect:

In first grade, children become more independent. Their counting skills will improve, and they will begin to learn addition and subtraction.

As first-graders use math tools, ask questions and develop problem-solving strategies, they gain a deeper understanding of mathematical ideas by working in a classroom group, smaller groups and independently.

This information is a snapshot of learning in first-grade mathematics. For a complete set of mathematics academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Count forward from any number up to 100 by 1's, 2's, 5's and 10's.
- Solve addition and subtraction problems up to 10.
- Identify coins and their values.
- Create and complete repeating and growing patterns.
- Identify trapezoids and hexagons.
- Tell time to the hour and half-hour.

What to do at home:

- Ask your child what time it is.
- Hand your child a few coins of the same value and ask for the combined amount.
- Create math problems together about things happening at home. For example: "We started dinner with 6 pieces of bread but have eaten 3. How many are left?"
- Identify patterns found in the real world. For example, "The clock chimes once at one o'clock and twice at two o'clock, so what will happen at three o'clock?"
- Separate objects into equal groups. For example: Cut a pizza into slices so every family member has the same number of slices.



MATH

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SCIENCE

1

FOR FAMILIES

FIRST GRADE

What to expect:

In first grade, children become more independent as their reading skills improve and they are able to focus for longer periods of time. Building upon science skills from kindergarten, first-graders continue to expand their understanding of the world around them.

By observing the world, first-graders can come up with possible answers to questions such as “What happens when there is no light?”, “What are some ways plants and animals meet their needs so that they can survive and grow?” and “How are parents and their offspring similar and different?” First-graders will be active learners who are doing science to learn science.

This information is a snapshot of learning in first-grade science. For a complete set of science academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Investigate the relationship between sound and vibration and the connection between light and our ability to see objects.
- Increase understanding of how plants and animals use the outermost parts of their body to help them survive, grow and meet their needs.
- Examine the ways parents help their offspring survive and study how young plants and animals are similar to, but not exactly the same as, their parents.
- Observe, describe and predict patterns in the movement of objects in the sky (the moon, stars, sun, etc.).

What to do at home:

- Explore the sounds made by everyday objects and instruments such as tuning forks and stretched strings and ask your child to identify them.
- Go on nature walks and ask your child to describe plant and animal parts and how they might help them survive. For example: Roses have sharp thorns that hurt, which might discourage people from picking them.
- Observe the sun, moon and stars and ask your child to describe the differences in their appearance or location from observation to observation.
- Go to the zoo or watch videos of baby animals and their parents and describe how they interact. Ask your child to describe the ways baby animals and parents look alike and different.

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SOCIAL STUDIES

1

FOR FAMILIES

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FIRST GRADE

What to expect:

In first grade, children become more independent as their reading skills improve and they are able to focus for longer periods of time. At this stage, they are ready to learn about citizenship, economics, geography and history. They are interested in everyday tasks like cooking and taking photos and in dressing up in career-related uniforms or like people in their community and from history. First-graders ask many "what if?" questions but also need structured activities.

This information is a snapshot of learning in first-grade social studies. For a complete set of social studies academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Identify the main purpose of government and its rules and laws, including the idea of consequences when a law or rule is broken.
- Explain the need for money, how money is earned, how money and credit are used to meet needs and wants and the costs and benefits of spending and saving.
- Compare the physical features of urban and rural communities and identify the directions north, south, east and west.
- Understand the importance of people and places from history.
- Begin to understand the sequencing of events in time order.

What to do at home:

- Read a story with your child and have him or her retell or act out the story using the correct sequence of events.
- Use the directions east, west, north and south in familiar places. For example: "Turn west or go to the south entrance."
- Discuss family rules and consequences.
- Start a savings account and monitor increases or decreases in the account.
- Locate the seven continents and five oceans on a map or globe.
- Ask your child to describe features of urban and rural areas when in those locations.



SOCIAL STUDIES

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LANGUAGE ARTS

2

FOR FAMILIES

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SECOND GRADE

What to expect:

In second grade, children begin to ask bigger and deeper questions as their learning continues to grow. Second-graders are increasingly independent listeners, speakers, readers and writers. They read more challenging books and write longer stories. At this grade level, children read a variety of texts, including newspapers, magazine articles, stories and technology-based reading materials. They are able to focus their writing around a central topic and include details.

This information is a snapshot of learning in second-grade ELA. For a complete set of ELA academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Become an increasingly independent reader.
- Identify the main parts of a story, including details about the characters, setting, beginning, middle and end.
- Read a book and describe the main idea and details about the people, places or things in it.
- Explain how and why something happens in a story your child reads independently or hears read aloud.
- Write about a topic, including sentences about that topic.

What to do at home:

- Listen to your child read aloud.
- Help your child learn new words by sounding them out, looking at the sentences around them and thinking about what makes sense.
- Discuss why the author may have written a book and what happened in the story.
- Talk with your child about the information he or she learned from a book about real people, places or things.
- Learn and use new words. Challenge yourself to use these words in conversations with your child.
- Write stories or observations about the world around your child in a notebook.



LANGUAGE ARTS

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Fostering Comprehension

As children continue to strengthen their reading skills, they benefit from reading independently and with adults. Exposing children to a variety of print materials such as books, magazines, etc., allows them to explore new words and ideas. Use the following questions to help your child better understand what he or she is reading.

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DURING READING

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- Where and when does the story take place?
- What do you notice about the characters?

AFTER READING

- Why do you think the author wrote this book?
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MATH

2

FOR FAMILIES

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SECOND GRADE

What to expect:

In second grade, children are developing their math skills by applying new knowledge to what they already know. They are learning how to make a plan for solving a problem by trying different approaches when the problem seems difficult or they do not know the solution.

At this age, children begin to understand how numbers and tools come together to create learning experiences. They can now explain how to solve a problem and why the solution works.

This information is a snapshot of learning in first-grade mathematics. For a complete set of mathematics academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Read and write numbers to 1,000.
- Add and subtract one- and two-digit numbers.
- Create and describe growing and shrinking patterns of shapes and numbers.
- Read and write time on a traditional and digital clock.
- Write and illustrate fractions for halves, thirds and fourths.
- Use a ruler to measure lengths to the nearest inch and centimeter.

What to do at home:

- Create math problems about things happening at home. For example: "We started dinner with 10 slices of pizza but have eaten 3, so how many are left?"
- Determine the value of coins up to one dollar.
- Write two different three-digit numbers on a piece of paper and ask your child which one is greater or less than.
- Ask your child to tell you what time it is.
- Practice using a ruler to measure household items.



MATH

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- Why do you think the author wrote this book?
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SCIENCE?

FOR FAMILIES

SECOND GRADE

What to expect:

In second grade, children begin to ask bigger and deeper questions as they broaden their knowledge of the world. Science education plays an important role in supporting the development of language and literacy skills by exposing your child to words connected to classroom observations. Science education helps second-graders formulate answers to questions like: “How does land change, and what causes it to change?” and “What do plants need to grow?”

This information is a snapshot of learning in second-grade science. For a complete set of science academic standards, click [here](#) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Develop an understanding of what plants need to grow and how they depend on animals for seed dispersal and pollination.
- Develop an understanding of observable properties of materials through study and classification of them. Students might observe color, texture, hardness and flexibility, study the similar properties different materials share or investigate ice and snow melting or frozen objects thawing.
- Understand that wind and water can change the shape of the land and compare possible solutions that could slow or prevent such change.
- Use information and models to identify and represent shapes and kinds of landforms (plains, hills, mountains) and bodies of water. Using maps, be able to locate where water is found on Earth.

What to do at home:

- Grow plants in a box garden or in planters and ask your second-grader to discuss things that will help the plants grow.
- Go on a nature walk in the neighborhood or a park and write down the different plants, insects and animals you see. Then go to a different neighborhood or park and find out if the same plants, insects and animals are present. Write down what you find.
- Go on a scavenger hunt in the kitchen and ask your child to put all the bowls, utensils, pots and pans in groups based on similarities and differences.
- Be on the lookout for how things change outside after a windy day or a strong rain. Ask your child to describe those differences and how the wind or water might have caused the change.

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SECOND GRADE

What to expect:

In second grade, children begin to ask bigger and deeper questions as their learning continues to grow. New and exciting learning experiences in the classroom take shape as they learn about citizenship, economics, geography and history by asking questions about the world around them. They are interested in how things work and do well with hands-on tasks. Second-graders also enjoy learning through games. Their listening skills are growing, which increases their ability to participate in class discussions.

This information is a snapshot of learning in second-grade social studies. For a complete set of social studies academic standards, click [here](https://sde.ok.gov/oklahoma-academic-standards) or visit sde.ok.gov/oklahoma-academic-standards.

By the end of the school year, your child will:

- Summarize the five key individual rights and liberties protected by the First Amendment.
- Identify the roles of national leaders including the President of the United States and members of Congress.
- Describe the relationship between taxes and community services.
- Research examples of honesty, courage, patriotism, self-sacrifice and other positive character traits in citizens and leaders from history (for example, Abigail Adams, Abraham Lincoln and Rosa Parks).
- Locate the state of Oklahoma, its major cities and the states bordering it on a map.
- Identify landforms and bodies of water in the community and on a map.

What to do at home:

- Discuss community services like fire stations and schools that are paid by taxes.
- Find examples of First Amendment rights in current events.
- Read short biographies with your child.
- Visit bodies of water and landforms like plateaus, valleys and hills.
- Discuss ways people pay for goods and services: cash, credit or trade.
- Locate Oklahoma and bordering states on a map.



SOCIAL STUDIES

FOR FAMILIES

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AFTER READING

- Why do you think the author wrote this book?
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LANGUAGE ARTS

3

FOR FAMILIES

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THIRD GRADE

What to expect:

In third grade, children are shifting from learning to read to reading to learn. They will enjoy many types of reading material, including newspapers, magazines, books and other informational and technology-based content. Third-graders will be able to use important elements of stories like character (who), setting (where) and plot (what happened) in conversations about what they are reading. Their writing should show their understanding of story structure, writing styles and logical story sequence, and they should be able to use different kinds of writing for different purposes.

By the end of the school year, your child will:

- Increase vocabulary by learning new words, parts of words and words with similar meanings.
- Identify types of books (fiction, biography, etc.) by the style of writing (how-to, cause and effect, etc.).
- Write about their opinion, including explaining the reasons for that opinion.
- Describe who is telling the story.
- Interpret information from graphs, charts and headings in a book to better understand and write about a topic.

What to do at home:

- Discuss facts and opinions in commercials, news stories, documentaries and other everyday situations.
- Identify what kind of text your child is reading and its style (description, how-to, cause and effect, etc.).
- Help your child use resources like dictionaries or online searches to identify new words.
- Write silly sentences together, including questions and sentences with exclamation marks.
- Help your child identify a topic of interest and determine how to find information about that topic.



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and want to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to spark curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore the world.

Cultivate your child's curiosity with guiding questions like these:

- What is the craziest word you have ever heard?
- What movie or book character do you wish you went to school with and why?
- How would the world be different if animals could talk?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

Families can play a role in helping their children learn to be good communicators by encouraging them to add new words to their vocabulary, express themselves and be good listeners. As children's communication skills grow, they are able to learn new ideas, get along with others and develop positive relationships and a strong self-image.

Cultivate your child's communication skills with questions like these:

- What food would be served at your favorite meal?
- How did you show kindness to someone today?
- What is your favorite outdoor activity to do with family or friends?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help third-graders understand what they are reading.

BEFORE READING

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?



MATH

3

FOR FAMILIES

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support math learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

THIRD GRADE

What to expect:

In third grade, students will build on the skills learned in first and second grade and apply their knowledge to more difficult mathematical tasks. Three of the most important third-grade math topics are multiplication, division and fractions, all of which are building blocks for many skills students will learn in later grades.

By the end of the school year, your child will:

- Read and write numbers up to 100,000.
- Know multiplication and related division facts for whole numbers up to 10, such as $3 \times 5 = 15$ and $15/3 = 5$.
- Read and write fractions.
- Classify angles as acute, right, obtuse and straight.
- Find the perimeter of a shape.

What to do at home:

- Create your own multiplication and division flashcards.
- Use the numbers on cards, dominoes and dice to practice multiplication or division with your child.
- Identify fractions around the house. For example, if a four-drawer dresser has socks in one drawer, then $1/4$ of the dresser has socks in it.
- Ask your child to identify the shapes and types of angles in road signs.
- Measure the sides of four-sided objects in daily life (a table top, cell phone, etc.) and add all the sides together to find the perimeter.



MATH

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Cultivate your child's curiosity with guiding questions like these:

- What geometric shapes do you see in your neighborhood and where do you see them?
- If you had a million dollars, what would you buy first? Why?
- What patterns do you hear in your favorite song?

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- How did you show kindness to someone today?
- What is your favorite outdoor activity to do with family or friends?

Fostering Comprehension

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BEFORE READING

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?



SCIENCE

3

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THIRD GRADE

What to expect:

In third grade, children learn about the natural and physical world around them while beginning to observe, experiment and share what they have learned. Third-graders will discover answers to questions such as, "What is typical weather in different parts of the world and during different times of year?", "How are organisms like plants and animals different?", "How are plants, animals and environments of the past similar or different from the ones of today?", "What happens to organisms when their environment changes?" and "How do forces on an object affect that object?"

By the end of the school year, your child will:

- Organize and use data to predict what kind of weather will happen next.
- Develop an understanding of the similarities and differences in the life cycles of plants and animals.
- Understand inherited traits and how living things can adapt to their environment.
- Explain how differences in characteristics among members of the same species may provide advantages in finding mates, reproducing and survival.
- Plan and conduct investigations on the effects of forces on moving objects.
- Develop an understanding of how changes in the environment make an impact on organisms.
- Determine the cause and effect relationships of magnetic interactions.

What to do at home:

- Discuss what causes a swing or see-saw to move or come to a complete stop.
- Discuss the weather forecast each day, including temperature, wind and precipitation.
- Talk about the properties of a good shelter to use during severe weather.
- Take a nature walk and identify living things and how they are able to survive in their environment.
- Visit a zoo or farm and identify how the animals and their offspring are alike and different.
- Look for things a magnet will attract or stick to.



SCIENCE

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Cultivate your child's curiosity with guiding questions like these:

- Go outside and throw or kick a ball. Ask your child if it's possible to keep the ball moving without it stopping. Why or why not?
- Observe the weather outside during different seasons. What differences does your child notice between the seasons in temperature, clouds, rainfall, temperature, etc.?
- Ask your child if every kind of animal, or only some animals, could survive in your backyard or near where you live.

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DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
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AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?

Join the conversation!

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SOCIAL STUDIES

FOR FAMILIES

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THIRD GRADE

What to expect:

Students at this age will be growing in independence and expanding their view of the world. Third-graders are beginning to apply basic skills learned in prior grades to content about their state. Their social studies focus will be on Oklahoma's natural resources, local and state governments, important economic activities and the cultures that have settled in our state.

By the end of the school year, your child will:

- Identify representative leaders of the state of Oklahoma.
- Describe the historical significance of Oklahoma's state seal and flag.
- Examine how the development of Oklahoma's major economic activities (including oil and gas, agriculture and livestock, aviation, tourism, tribal enterprises and the military) have contributed to the growth of the state.
- Identify and locate Oklahoma's major landforms, bodies of water and cities.
- Describe how pioneers and present-day Oklahomans adapt and modify their environment.
- Describe the many American Indian cultures that have inhabited present-day Oklahoma.
- Summarize how the weather and environment have impacted the economy of Oklahoma.
- Identify state and local landmarks and contributions of notable Oklahomans.

What to do at home:

- Identify your mayor, local state representative, state senator and city officials.
- Visit the State Capitol or local government offices.
- Visit local businesses important to your community.
- Visit local landforms and bodies of water.
- Visit local landmarks, museums, festivals or other local celebrations.
- Read books about Oklahoma or biographies about famous Oklahomans.
- Celebrate Oklahoma's birthday on November 16.
- Go on virtual field trips around the state.



SOCIAL STUDIES

FOR FAMILIES

Fostering Curiosity

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Cultivate your child's curiosity with guiding questions like these:

- If you could grow up to be famous, what would you want to be famous for and why?
- If you could give \$100 to a charity, which one would you choose and why?
- If you could make a photo book of Oklahoma, what pictures would you include and why?

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Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help third-graders understand what they are reading.

BEFORE READING

- What made you pick this book?
- How is this book like another one you have read or a movie you have seen?
- What do you think the book will be about?

DURING READING

- What has happened so far in the story?
- What pictures do you see in your mind as you read?
- What words can I help you understand?

AFTER READING

- What was the most important event in the story? Why?
- What lesson do you think the author might want the reader to learn? What makes you think that?
- If you could give this book a different title, what would it be? Why?

Join the conversation!

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LANGUAGE ARTS

4

FOR FAMILIES

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

FOURTH GRADE

What to expect:

In fourth grade, children will read more challenging books and a variety of materials, including newspapers, magazines, books, plays, biographies and other informational and technology-based content. Fourth-graders can answer questions using information from a book and their own background knowledge to retell stories, and their writing will start to include more details and words. They will begin to make connections between words, recognizing those with the same or opposite meaning (*angry* and *mad*, etc.), words with the same base (*cookout*, *cookbook*, etc.), words that sound or are spelled alike (*there* and *their*, etc.) and words that follow the same spelling patterns (*receive* and *deceive*, etc.).

By the end of the school year, your child will:

- Summarize longer stories in greater detail.
- Compare the features of various texts to identify the type of writing (for example, myths, stories, articles, biographies, etc.).
- Develop longer writing pieces through editing and rewriting to create clear and organized work.
- Determine if the author created the piece to persuade, inform or entertain the reader.
- Identify word parts such as affixes, roots and stems to determine the meaning of words. (For example, the word *unable* means not able because of the “*un-*” added to the word “*able*.”)

What to do at home:

- Compare facts and opinions while watching news stories. Discuss how to confirm that facts are true.
- Ask questions about what your child is reading. Include questions that may not have a direct answer in the writing, such as, “Why do you think the character made that decision?”
- Encourage your child to use dictionaries and online resources to understand the meaning and pronunciation of words.
- Provide pens, crayons, pencils and other writing materials, and make sure your child has plenty of opportunities to get excited about writing.
- Help your child identify a topic of interest and determine how to find information about it.
- Ask your child to write a short note to a member of your family.



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

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Cultivate your child's curiosity with guiding questions like these:

- What five words do you think describe you best?
- If you had to give everyone in your family new names, what would they be?
- If you could be a character in any book, who would you be and why?

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Fostering Communication

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Cultivate your child's communication skills with questions like these:

- What is the most exciting adventure you could take?
- Who would you take with you on the adventure?
- What was your favorite part of the day and why?
- How did you help someone today?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help fourth-graders understand what they are reading.

BEFORE READING

- Skim through the book and chapter titles. What do you think the book will be about?
- How is this book like another one you have read or a movie you have seen?
- What type of book did you choose (fiction, biography, graphic novel, etc.)? Why?

DURING READING

- What do you think will happen in the next chapter?
- Who is the main character? Who are the supporting characters?
- What words can I help you understand?

AFTER READING

- Could this story take place in today's world? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you were one of the characters in the book, how would you have ended the story? Why?



MATH

4

FOR FAMILIES

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FOURTH GRADE

What to expect:

In fourth grade, math continues to build on the skills developed in third grade. One of the main areas of study in fourth grade is using arithmetic to solve problems. In this grade, students will learn more difficult multiplication and division problems and add and subtract fractions and decimals.

By the end of the school year, your child will:

- Know multiplication and related division facts for whole numbers up to 12, such as $11 \times 12 = 132$ and $132/11 = 12$.
- Multiply and divide by 10, 100 and 1,000.
- Add and subtract fractions with like denominators. For example, $1/4 + 3/4 = 1$.
- Read and write decimals to the hundredths place. For example, thirty-eight hundredths is the same as 0.38.
- Create patterns that grow and define the rule. The pattern 2, 10, 50, 250, for example, follows the rule of multiply by 5.
- Name, describe and classify shapes. For example, a four-sided shape with every side the same length is a square or a rhombus.

What to do at home:

- Learn multiplication through rhythm and song.
- Ask your child to multiply a speed limit that ends in zero by 10, 100 or 1,000 when you pass the sign on a roadway.
- Design a hopscotch board labeled with fractions and decimals. Ask your child to add or subtract as they hop.
- Ask your child to identify the place value of numbers behind the decimal point. For example, in 3.2, the 2 is in the tenths place, while in 49.75, the 5 is in the hundredths place with a value of .05.
- Ask your child to keep a running record on a tablet, notepad or phone of the different shapes and angles in your neighborhood.



MATH

FOR FAMILIES

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Cultivate your child's curiosity with guiding questions like these:

- What is your favorite food that is cut into pieces? What is the shape of the pieces?
- In the whole world, what is the tallest animal? The shortest?
- How long do you think it takes astronauts to travel to the moon?

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BEFORE READING

- Skim through the book and chapter titles. What do you think the book will be about?
- How is this book like another one you have read or a movie you have seen?
- What type of book did you choose (fiction, biography, graphic novel, etc.)? Why?

DURING READING

- What do you think will happen in the next chapter?
- Who is the main character? Who are the supporting characters?
- What words can I help you understand?

AFTER READING

- Could this story take place in today's world? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you were one of the characters in the book, how would you have ended the story? Why?

Join the conversation!
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SCIENCE 4

FOR FAMILIES

FOURTH GRADE

What to expect:

In fourth grade, students discover answers to increasingly difficult questions about the world around them. These include: “What are waves, and what do they do?”, “How can water, ice, wind and plants change the land?”, “What features of Earth can you see with maps?”, “How do internal and external parts support plants and animals?”, “What is energy, and how is it related to motion?”, “How is energy transferred?” and “How can energy be used to solve a problem?”

By the end of the school year, your child will:

- Understand how water, ice, wind and plants affect the rate of breakdown in rocks and the movement of rocks from place to place.
- Analyze and interpret data from maps to describe patterns in Earth’s features.
- Use a model to describe patterns of waves and how waves can cause objects to move.
- Develop an understanding of the ways internal and external parts of plants and animals support their survival, growth, behavior and reproduction.
- Develop a model to describe how an object can be seen when light reflected from its surface enters the eye.
- Create an explanation of the relationship between the speed of an object and the energy of that object.
- Understand how energy can be transferred from place to place by sound, light, heat and electric currents or from object to object through collisions.

What to do at home:

- Talk about why it might be harder to see at night or in a dark room compared to in daylight or a brightly lit room.
- Look at different plants growing outside. Discuss parts of the plants that help them grow or survive.
- When you’re driving, ask your child why the windows on one side of the car facing the sun are warmer than the other car windows.
- Toss a ball outside and discuss how to make it go shorter and farther distances.

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SCIENCE

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Cultivate your child's curiosity with guiding questions like these:

- What kind of material would we use to build a house that could withstand an earthquake?
- What would happen if we dropped a rubber duck or other floating object into a bowl of water?
- What would happen to the land if it rained nonstop for a year?

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AFTER READING

- Could this story take place in today's world? Why?
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SOCIAL STUDIES

FOR FAMILIES

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FOURTH GRADE

What to expect:

At this age, children are widening their view of the world, taking on more responsibility for organizing their work and creating questions to guide their own learning. In fourth grade, students will examine the physical, cultural, political, economic and historic development of the United States, including early European contact with American Indians.

By the end of the school year, your child will:

- Identify and locate U.S. landforms, bodies of water and unique natural features.
- Identify and locate states and major cities.
- Describe natural resources in the United States and how they impact the economy of each region in industries like fishing, farming, ranching, mining, manufacturing, tourism, wind, and oil and gas.
- Summarize Americans interact with their environment in terms of housing, industry, transportation, bridges, dams, tunnels, canals, etc.
- Describe the various races and ethnicities of the people of the United States.
- Summarize the reasons for key European expeditions and their impact on the development and culture of each region.
- Identify major American Indian groups and their ways of life.
- Identify and evaluate instances of cooperation and conflict between American Indian groups and European settlers.

What to do at home:

- Explore natural resources in your neighborhood and community, and notice cultural influences on street signs.
- Play games or put together puzzles that identify states, major cities and transportation routes
- Give your child the opportunity to experience conflict and cooperation.
- Locate professional sports teams of interest to your child on a map.
- Create a map of your house, school or community.
- Read books about places, resources, monuments and landmarks in the United States.
- Compare your community to others in the United States.
- Describe how people in your community interact with the environment.
- Visit local landmarks, museums, festivals or other community celebrations.



SOCIAL STUDIES

FOR FAMILIES

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Cultivate your child's curiosity with guiding questions like these:

- What natural resources are present in your community? How do they affect your area?
- If you opened a store, what would you sell and why?
- If you could make up a new holiday, what would it be?

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DURING READING

- What do you think will happen in the next chapter?
- Who is the main character? Who are the supporting characters?
- What words can I help you understand?

AFTER READING

- Could this story take place in today's world? Why?
- What lesson do you think the author wants the reader to learn? What makes you think that?
- If you were one of the characters in the book, how would you have ended the story? Why?

Join the conversation!

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LANGUAGE ARTS

5

FOR FAMILIES

YOU ARE your child's first teacher. Learn how to support the goals of Oklahoma's academic standards and why they are important for your child. Please be in regular communication with your child's teachers and ask how you can support language arts learning at home. When schools and families work together as partners, it helps your child achieve academic excellence!

FIFTH GRADE

What to expect:

In fifth grade, children will read a variety of increasingly difficult materials, including newspapers, magazines, books, plays, biographies, poetry, myths, legends and other informational and technology-based content. They will read for different purposes, such as to find information or for fun. At this age, children are able to focus on elements of writing including style, structure and the author's purpose for writing. They can explore words with multiple meanings and make educated guesses about what words mean and learn the places and countries they came from.

By the end of the school year, your child will:

- Write summaries that follow a logical order and include the main points and details of a piece of writing.
- Develop stories with well-thought-out characters, descriptive settings and interesting plots.
- Use word parts such as affixes, roots and stems to determine the meaning of words.
- Develop a variety of sentences of different lengths with correct structure.
- Provide evidence (facts, examples and details) from a piece of writing to support ideas and draw conclusions.
- Develop longer writing pieces through editing and rewriting to create clear and organized work.

What to do at home:

- Discuss whose point of view the story is told from and how it would change if another character wrote it.
- Encourage your child to read multiple pieces of information on a topic and discuss the differences.
- Write a paragraph on a topic of interest, including key details, facts and information.
- Encourage your child to use dictionaries and online resources to understand the meaning and pronunciation of words.
- Discuss interesting words, such as those with many meanings (*bark*, etc.), the same or opposite meanings (*smart*, *clever*, *intelligent*, etc.) and those that sound or are spelled alike (*they're*, *their*, *there*, etc.).



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and want to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Play is a wonderful way to spark curiosity, so be sure to allow plenty of playtime. Encourage your child to ask questions, be creative, discover answers and explore the world.

Cultivate your child's curiosity with guiding questions like these:

- If you were in a play, what would your character be like?
- If you could end your favorite movie a different way, how would you change it and why?
- How would you explain eating spaghetti to someone who has never done it before?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

Families can play a role in helping their children learn to be good communicators by encouraging them to add new words to their vocabulary, express themselves and be good listeners. As children's communication skills grow, they are able to learn new ideas, get along with others and develop positive relationships and a strong self-image.

Cultivate your child's communication skills with questions like these:

- What do you think we should have for breakfast tomorrow?
- What goals can you set to make tomorrow better than today?
- What was your favorite part of the week and why?
- How did you help someone in need today?

Fostering Comprehension

Reading is a building block to success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help fifth-graders understand what they are reading.

BEFORE READING

- Is this the type of book you usually choose? Why or why not?
- By looking at the cover, what do you think the author's reason for writing the book might be?
- What do you think the book will be about?

DURING READING

- Will you read a short section to me with feeling in your voice?
- What do you do when you don't understand what you just read?
- What resources can you use to understand words you aren't familiar with?

AFTER READING

- Give a summary of the book in 10 words.
- What problem did the main character face? What was the solution to that problem?
- What message is the author sharing with the reader? Why do you think that?



MATH

5

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FIFTH GRADE

What to expect:

In fifth grade, students will practice more complex computation with fractions, decimals and larger numbers using the four basic operations: addition, subtraction, multiplication and division. Fifth-grade math also emphasizes real-world situations to help students strengthen their skills and solve problems that occur in their daily lives.

By the end of the school year, your child will:

- Divide multi-digit numbers with remainders. For example, 432 divided by 11 is 39 with a remainder of 3.
- Add and subtract decimals and fractions with like and unlike denominators. For example, $\frac{1}{8} + \frac{1}{4}$ can be calculated as $\frac{1}{8} + \frac{2}{8} = \frac{3}{8}$.
- Describe and find the volume of three-dimensional shapes. For example, a cube with dimensions of 4 inches wide by 3 inches deep and 4 inches tall would have a volume of 48 inches because $4 \times 3 \times 4 = 48$.
- Construct and analyze double-bar and line graphs and use ordered pairs on coordinate grids.
- Find the mean, median, mode and range from a set of numbers.

What to do at home:

- Cook with children using recipes that include fractions.
- Determine the number of ice cubes it takes to fill a container to help your child understand the concept of volume.
- Sort objects into three to five categories and ask your child to create a graph based on the categories and explain it to you.
- Provide your child with five numbers – for example, 26, 30, 32, 32, 35. Ask your child to find the *mean*, or average (31); *median*, or middle number (32); *mode*, or number that occurs the most (32); and *range*, the difference between the highest and lowest number ($35 - 26 = 9$).



MATH

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Cultivate your child's curiosity with guiding questions like these:

- What would happen if houses were shaped like pyramids?
- Who do you think knows the largest number in the world, and how did they figure it out?
- If we didn't have coins or bills to use for money, what would we do?

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SCIENCE

5

FOR FAMILIES

FIFTH GRADE

What to expect:

In fifth grade, students are able to answer more advanced scientific questions. These include: “When matter changes, does its weight change?”, “How much water can be found in different places on Earth?”, “Can new substances be created by combining other substances?”, “How does matter work its way through ecosystems?”, “Where does the energy in food come from, and what is it used for?”, “How do shadows or the amount of daylight and darkness change from day to day?” and “How does the appearance of some stars change in different seasons?”

By the end of the school year, your child will:

- Develop an understanding that regardless of how matter changes form, its weight does not change.
- Determine if the mixing of two or more substances results in new substances.
- Create a model to describe how the geosphere (Earth’s surface), biosphere (living organisms), hydrosphere (water) and atmosphere interact with one another.
- Describe and graph data to show how water is distributed on Earth.
- Develop a model to describe how matter is made of particles too small to be seen.
- Understand why and how plants get most of the materials they need to grow from air and water.
- Use models to describe how energy in animals’ food was once energy from the sun.
- Develop an understanding of daily patterns of change in the length and direction of shadows, the amount of daylight and darkness and the seasonal appearance of some stars in the night sky.

What to do at home:

- Ask your child to cook with you and discuss how, when you mix two or more substances together, they sometimes form a new substance.
- Discuss how the construction of a new house or building might change the ecosystem from before the construction began.
- Go outside on clear nights and look at the stars. Ask your child to describe patterns they notice and explain how the sky looks different in the summer versus the winter.
- Research your town’s local recycling program or facility.

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SCIENCE

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Cultivate your child's curiosity with guiding questions like these:

- Do you think animals communicate? If so, how?
- What are the best things about nature?
- Does the night sky look the same every night of the year? Why or why not?

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SOCIAL STUDIES

5

FOR FAMILIES

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FIFTH GRADE

What to expect:

Students at this age are becoming more independent learners. They are able to come up with questions to guide their learning and can understand different perspectives and how issues are connected. Fifth-graders will study the history of the United States, beginning with the settlement of Virginia at Jamestown in 1607 and concluding with the ratification of the Constitution of the United States.

By the end of the school year, your child will:

- Examine the reasons and motivations for English exploration and settlement in Jamestown, Va., and Plymouth, Mass., and later in other colonies.
- Compare the three colonial regions and how members of different social classes experienced daily life.
- Examine the cause and effect of significant events leading to armed conflict between the colonies and Great Britain.
- Explain why the ideals of equality, inalienable rights and consent of the governed were established in the Declaration of Independence.
- Analyze the significant military and diplomatic events of the Revolutionary War and the contributions of key individuals and groups.
- Examine the issues and events the young nation encountered that led to the Constitutional Convention in Philadelphia in 1787.
- Determine the main purposes of the U.S. government in the Preamble and the Constitution of the United States and summarize the liberties protected in the Bill of Rights.

What to do at home:

- Compare exploration in the past with exploration today. What and where do we explore today?
- Describe the concept of revolution. What revolutionized communication, transportation, industry, etc.?
- Ask your child to write a personal declaration of independence from something relevant in real life using Thomas Jefferson's format.
- Listen to and watch songs and videos that help explain our system of government.
- Read the Bill of Rights and look for these liberties in current events.



SOCIAL STUDIES

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Cultivate your child's curiosity with guiding questions like these:

- If you could change one rule or law, what would you change and why?
- If you could go back in time and interview someone, who would it be and what would you ask?
- What makes you feel brave?

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- What resources can you use to understand words you aren't familiar with?

AFTER READING

- Give a summary of the book in 10 words.
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- What message is the author sending to the reader? Why do you think that?

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LANGUAGE ARTS

6

FOR FAMILIES

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SIXTH GRADE

What to expect:

Sixth-graders will read a variety of pieces of writing, including books, plays, biographies, poetry, myths, legends and informational and technology-based content. At this age, students are able to understand how authors support their ideas and are looking at the structures of sentences and paragraphs to determine how they help develop a piece of writing. Sixth-graders can provide evidence like facts, examples and details to support their ideas and opinions and are expanding their vocabulary as they learn new words.

By the end of the school year, your child will:

- Present ideas clearly in spoken presentations and in writing, using appropriate punctuation, capitalization and grammar.
- Understand different writing structures, such as description, compare/contrast, sequential, problem/solution and cause/effect.
- Include important points and details when summarizing a piece of writing.
- Develop longer writing pieces through editing and rewriting to create clear, organized work.
- Describe how setting, plot and message support the author's work.
- Develop essays and reports on a topic, including key details, facts and information.
- Support their point of view on a topic with facts.
- Identify information as useful, correct and verified.

What to do at home:

- Discuss whose point of view the story is told from and how it would change if another character told the story.
- Encourage your child to read multiple pieces of writing on one topic and discuss their similarities and differences.
- Ask questions about what they are reading or watching and ask them to provide examples to support their answers.
- Write a thank-you card by hand to someone who has been kind or helpful to you.
- Discuss interesting words, such as those with many meanings, the same or opposite meanings and those that sound or are spelled alike.



LANGUAGE ARTS

FOR FAMILIES

Fostering Curiosity

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Cultivate your child's curiosity with guiding questions like these:

- What invention would you create to help visually impaired students read books more easily?
- What character in a book or movie makes you laugh the most?
- What if your favorite book got a new character from your favorite movie? Who would join the book and what would happen?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

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Cultivate your child's communication skills with questions like these:

- What goals can you set to help you become a better person?
- What is your favorite part of the year and why?
- How can you make a positive difference for someone today?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help sixth-graders understand what they are reading.

BEFORE READING

- Are you keeping a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- What resources can you use to understand words you aren't familiar with?

AFTER READING

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? What lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?



MATH

6

FOR FAMILIES

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SIXTH GRADE

What to expect:

In sixth grade, the mathematical skills and understanding your child is developing will be key foundations for college and career readiness. These include working with ratios and rates and with the building blocks for algebra, variables and variable expressions.

By the end of the school year, your child will:

- Develop fluency in addition and subtraction of whole numbers and in multiplication and division of fractions, decimals and mixed numbers.
- Make connections between real-world and mathematical problems involving ratios, area and mean, and median, mode and range.
- Take real-world situations and word problems and represent them as expressions, equations and inequalities. For example, "Clara ran 10 miles, which is twice as far as Nina ran. How far did Nina run?" can be represented by $2x = 10$, with x being how far Nina ran.
- Determine the likelihood or probability that events will occur. For example, if you have 12 marbles in a bag and all 12 of them are green, it is certain you will pull a green marble from the bag.

What to do at home:

- Ask your child to look at the same item at the store in two different sizes and determine which size is the best value.
- Pick out four items for sale at a store and ask your child to calculate the mean (average) cost of the four items and how the mean changes if an item is removed.
- Show your child how fast you are driving and ask how long it will take to get home at that rate of speed if you are 20 miles away.
- Calculate how much the temperature has changed over the course of the day.
- Create story problems from real-life situations. For example, at the fair, if it costs \$5 to get in and \$1.50 per ride, how many rides can you have for \$20?



MATH

FOR FAMILIES

Fostering Curiosity

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Cultivate your child's curiosity with guiding questions like these:

- Do you think there are fake numbers? Why or why not?
- What would happen if we didn't have the number zero?
- If you could give one gift to every child in the world, what gift would you give and why?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

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Cultivate your child's communication skills with questions like these:

- What goals can you set to help you become a better person?
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- How can you make a positive difference for someone today?

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BEFORE READING

- Are you keeping a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- What resources can you use to understand words you aren't familiar with?

AFTER READING

- How did the setting of the story affect the characters and plot?
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SCIENCE

6

FOR FAMILIES

SIXTH GRADE

What to expect:

In sixth grade, students will build on ideas and knowledge from earlier grades to learn about the physical sciences, life sciences, earth science and space science. With coaching from teachers, they will use core science ideas and scientific and engineering practices to understand and explain observations in the physical, life, earth and space sciences.

By the end of the school year, your child will:

- Describe changes in the motion of particles of a substance when thermal energy is added or removed.
- Determine the factors that affect the strength of electric and magnetic forces.
- Provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
- Use graphs to describe the relationships of kinetic (in-motion) energy to the mass (amount of matter) of an object and its speed.
- Understand what impacts the kinetic energy of particles.
- Develop a model to describe the function and parts of a cell.
- Understand that the body is a system of interactive subsystems made up of cells.
- Explain the role of photosynthesis in plants and other organisms and their growth.
- Understand how available resources affect organisms.
- Predict patterns of interactions among organisms across multiple ecosystems.
- Develop a model to describe how matter and energy cycle through an ecosystem.
- Describe how water cycles through Earth's systems with energy from the sun and the force of gravity.

What to do at home:

- Ask your child to draw how water particles may be interacting with each other in ice versus in water.
- Discuss why some cups keep drinks hotter or colder than other cups.
- Discuss why the grass might turn brown during drier months and why grass needs to be mowed after it has rained for several days.
- Find a puddle outside, then go back after the sun has come out and ask your child to explain what happened to the puddle.
- Visit a theme park and ride or watch a roller coaster. Discuss why sometimes the roller coaster moves faster and other times more slowly.

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- If you could invent something that would make life easier for people, what would you invent and why?
- What kind of container would keep your coffee the hottest for the longest period of time?
- What would the world's fastest runners look like in slow motion?
- Tell me something about science you don't think I already know.

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SOCIAL STUDIES

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SIXTH GRADE

What to expect:

Students at this age are able to see the world from different perspectives and are interested in new tasks. In sixth-grade social studies, they will explore how spatial patterns (organization and placement of people and objects) form, change over time and relate to one another in the Western Hemisphere (North America, Central America, South America and the Caribbean).

By the end of the school year, your child will:

- Identify, locate and describe major landforms and bodies of water in the Western Hemisphere.
- Analyze the impact of natural disasters on human populations.
- Describe major political and economic systems of the Western Hemisphere.
- Identify countries, major urban centers and regions of the Western Hemisphere.
- Analyze reasons for conflict and cooperation among groups, societies, countries and regions of the Western Hemisphere.
- Describe the characteristics and relative location of major cultural regions of the Western Hemisphere.
- Explain patterns of global economic interdependence and world trade.
- Analyze the impact of geography on population location, growth and change.
- Describe common characteristics of developed and developing countries.
- Summarize the impact of the distribution of major renewable and nonrenewable resources.
- Evaluate the effects of human modification of and adaptation to the natural environment.

What to do at home:

- Plan a trip using a paper map, not GPS.
- Go on virtual field trips to explore places in the Western Hemisphere.
- Discuss a family plan to recycle and conserve energy and water.
- Identify examples of cooperation in your community.
- Develop a family plan to follow in the event of a natural disaster.
- Learn where the goods in your house were made.
- Create a map of the Western Hemisphere.



SOCIAL STUDIES

FOR FAMILIES

Fostering Curiosity

Children are naturally curious and want to learn about things that interest them. Since curiosity contributes to success in the classroom, it is important to encourage it at home. Provide opportunities for your child to ask questions, be creative, discover answers and explore the world.

Cultivate your child's curiosity with guiding questions like these:

- Where would you like to travel? How would you get there?
- What makes a good leader?
- If you had a magic wand, what would you create that would make the biggest difference in the world?

Your child will have plenty of questions. It's okay if you don't have the answer every time. The best response is always, "Let's find out together."

Fostering Communication

Families can play a role in helping their children learn to be good communicators by encouraging them to add new words to their vocabulary, express themselves and be good listeners. As children's communication skills grow, they are able to learn new ideas, get along with others and develop positive relationships and a strong self-image.

Cultivate your child's communication skills with questions like these:

- What goals can you set to help you become a better person?
- What is your favorite part of the year and why?
- How can you make a positive difference for someone today?

Fostering Comprehension

Reading is a building block for success in all school subjects and a critical skill that develops with time and practice. Encourage your child to read for pleasure, and be a good role model by reading things you enjoy. Use the following questions to help sixth-graders understand what they are reading.

BEFORE READING

- Are you keeping a list of books you have already read? Why would it be good to keep a list like that?
- How is this book like another book you have read or a movie you have seen?
- Why did you pick this book?

DURING READING

- As you are reading, what questions do you have for the author?
- How does this book remind you of a book you have already read or something you already know?
- What resources can you use to understand words you aren't familiar with?

AFTER READING

- How did the setting of the story affect the characters and plot?
- What was the theme of the book? Was lesson do you think the author wanted the reader to learn?
- How would you rewrite the ending to the story? Why would you change it?

Join the conversation!

#oklaed